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ABSTRACT

This book describes outcomes of a special teacher-preparation program at "Central College," which recruited high-ability students. Data were derived from individual and group interviews, analysis of student journals, observation, administration of standardized instruments, and videotapes of teaching performances. Following the foreword and preface, chapter 1 discusses the reform of teacher education during the 1980s. Chapters 2, 5, and 8 place the experiences of five 6-year interns and their program within 3 general reform domains--teacher recruitment, liberal arts-based undergraduate curriculum, and induction systems and school-university collaboration. The third chapter offers portraits of the five interns--their motivations for teaching and the role of their personal biographies. Chapter 4, 6, and 9 portray the interns contending with specific problems inherent in contemporary teacher-education reform agendas: the defeminization, intellectualization/rationalization, and stratification of teaching. Chapter 7 asserts that reforms necessary for student teaching reinforce traditional notions of model and practice, which decontextualizes the practice of teaching. Chapter 10 describes the interns' adjustments to various contexts. An epilogue raises the question about the feasibility of recruiting only high-ability students. Teacher-development programs should acknowledge that there are students from diverse backgrounds who may not score high on academic measures but who would make positive role models, effective instructors, and long-term teachers. (Contains 224 references.) (LMI)

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